



JOB DESCRIPTION

Position Code: 435
Management Group: SJAA
Salary Range: 10
Work Calendar: 003
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POSITION TITLE: Coordinator - Trauma Informed School Practices

DEFINITION: Under general direction, coordinates and implements trauma-informed practices and systems at school sites and other district departments. Establishes a comprehensive trauma-informed approach, emphasizing emotional wellness of students and staff, to address both preventative and responsive measures to support students and adapts the school environment to successfully meet academic, socio-emotional, and behavioral needs.

DIRECTLY RESPONSIBLE TO: Director, Multi-Tiered Systems of Support

SUPERVISION OVER: N/A

DUTIES AND RESPONSIBILITIES: (Any one position may not include all of the duties listed; the listed examples do not include all duties and responsibilities that may be found in positions within this classification.):

1. Provides training and technical consultation in the use of Trauma-Informed Strategies (TIS) to school staff and site administrators on evidence-based practices and strategies.
2. Coordinates and facilitates professional development, emotional regulation support and co-regulation technique trainings to district staff.
3. Models and illustrates instructional methods in a variety of settings (i.e. whole group and small group) and provides follow-up support as needed.
4. May assist teachers in building supportive relationships with students that support Trauma-Informed initiatives such as ACES and intergenerational resilience, Self-Care and Collective Wellbeing for educators, how trauma impacts learning, co-regulation strategies and equity centered approaches to systems change.
5. Supports classified mental health professionals in the school of multi-tiered responses to support students impacted by acute, complex or collective trauma.
6. Engages directly with students to promote student resilience and increase positive academic and non-academic outcomes for students exposed to trauma.
7. Assists with the planning and delivery of workshops and informational sessions for parents, educators, and students.
8. Serves as a resource for educators and administrators requesting social-emotional support and/or Secondary Trauma supports.
9. Facilitate student support meetings and help teams reframe the view of a child from a deficit to a strength-based lens.
10. Evaluates the effectiveness of implemented practices and strategies to ensure schools are maintaining high expectations for students impacted by trauma.
11. Maintains a comprehensive inventory of instructional materials and resources.
12. Attends training sessions in evidence-based trauma-informed practices.
13. Reports to directors to keep apprised of program status updates and developments.
14. Performs related work as required.

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QUALIFICATIONS:

Education and Experience:

Must possess a valid Master's Degree from an accredited college or university in Psychology, Education, Human Development, Social Work or related field; possession of a Doctorate degree is preferred; must have at minimum of three years of full-time, paid, professional experience organizing or implementing trauma-informed and evidence-based prevention and intervention services.

Licenses and Certificates:

- Valid Trauma Certification issued by an authorized agency such as the CA Center for Excellence for Trauma Informed Care

Knowledge, Skills, and Abilities:

- Knowledge of evidenced-based trauma informed practices and the impact trauma has on a student's social, emotional, and academic development
- Knowledge of the behavioral needs of students impacted by trauma
- Knowledge of federal and state regulations and applicable district policies and procedures
- Knowledge of professional responsibilities and ethics regarding mental health and confidentiality
- Knowledge of practices of modern management including organizational development, project management, and communications
- Knowledge and skill in the use of computers and assorted software applications
- Ability to provide presentations and trainings to individuals, small, and large groups
- Ability to understand and follow verbal and written instruction
- Ability to communicate effectively both verbally and in writing with all levels of district staff, parents, students, and the community
- Ability to work effectively with all levels of district staff, students, parents and the community
- Ability to work independently, with minimal direction, and make decisions within the framework of established guidelines
- Ability to establish priorities and meet deadlines

WORKING CONDITIONS:

Work Environment:

- Indoor office environment
- Moderate noise
- Continuous contact with staff and the public

Typical Physical Characteristics: (with or without use of aids; consideration will be given to reasonable accommodation).

- Inspect documents and other written materials with fine print
- Communicate to exchange information both in person, in small groups, and/or on the telephone
- Move about facilities to conduct work, including walking, sitting, standing or remaining in a stationary position for extended periods of time

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- Physical, mental and emotional stamina to endure long hours, under sometimes stressful conditions
- Operate office equipment requiring repetitive hand movement and fine coordination

Other Characteristics:

- Ability to work additional hours and weekends on occasion
- Ability to travel locally to attend meetings and other events

This job description is not a complete statement of essential functions and responsibilities. The district retains the discretion to add or change typical duties of a position at any time.

Board Approved: 8/11/2021